**Instructor Outline: High School Balanced Assessment Module**

Overview: *This module will have participants consider the importance of creating a balanced assessment system that enhances and supports gifted learner benchmarks and outcomes. In addition to identifying and reviewing the integral components of a balanced assessment system, participants will also consider how to use data from both pre and formative assessments to determine best practices for differentiated instruction.*

**Slide 1**- GRT presenter introduces self and participants. (1 minute)

**Slide 2**- Facilitator directs participants to read the featured article and highlight a line that resonates with them. After a few minutes, participants will be asked to share their highlighted choices. It is suggested that the facilitator will provide a quote to provide a springboard for the discussion. The facilitator directs participants to complete a pre-assessment in the form of an anticipation guide. Participants will revisit this assessment at the end of the session to measure learned objectives. The facilitator will then transition to the session goals as stated on the slide. (5 minutes)

**Slide 3-4** – Facilitator will refer to UbD stage 1 development, highlighting the Essential Questions, Enduring Understandings and KUD’s of the session. (2 minutes)

**Slide 5** –Facilitator will emphasize the need for the instructor to assume *the role of an assessor* as they consider what their summative assessment should reveal about student understanding. (2 minutes)

Evidence – Before designing a test or task, consider the general types of performances that are implied. E.G. – for example – regardless of the content, understanding is often revealed through comparing and contrasting or summarizing important ideas.

Characteristics – This is where criteria, rubrics, and exemplars will come into play.

Evidence – Does the evidence align with our learning goals from Stage 1 and are the results sufficiently unambiguous?

**Slide 6** –The facilitator refers to the four-part circle diagram to illustrate the balance assessment cycle and emphasizes the necessity of each component to provide meaningful learning. (2 minutes)

**Slide 7**- Using the *Here’s What, So What, Now What* protocol , presenter will pose the question “Why start with the summative piece?” as the *Here’s What* portion. Note: *Here’s what* will be used for all three assessment pieces to indicate their role in the balanced assessment system. The facilitator will be sure to emphasize that when planning a unit, beginning with the summative assessment assures that we achieve our desired results. Reflecting on acceptable evidence is necessary to demonstrate mastery, and will dictate which essential skills and knowledge will contribute to the culminating performance. (2 minutes)

**Slide 8** - Presenter will pose the question “How does desired data inform the pre-assessment?”

The participants will be directed to reflect on the question for a moment and share their thoughts. (4 minutes)

Based on the summative assessment, teachers should choose a pre-assessment tool for crafting a learning plan that will challenge gifted learners to work to their potential. Students are afforded opportunity to demonstrate prior knowledge, interests, or learning style. This information helps teachers maximize time by guiding instruction and focusing on student needs. (From module: The essential motivation for using preassessments is to increase the likelihood of student success by matching the student’s instructional needs with instructional strategies. Effective preassessments help build a road map from a student’s current level of achievement to the content and skills needed to meet a specific standard.)

**Slide 9** – Presenter will pose the question “How does formative assessment inform instruction and provide students reflective opportunities about their own learning?” Participants will be directed to reflect on the question for a moment and share their thoughts. (3-4 minutes)

Student progress is measured through multiple methods of formative evaluation intentionally designed to magnify student needs and to shape future lessons. Feedback given (as part of formative assessment) helps learners become aware of gaps between their desired goals and their current knowledge, understanding, or skill. Feedback leads students to the actions necessary to achieve their learning goals. Formative assessment through self-evaluation helps students monitor their own growth.

**Slide 10**- Presenter will use the “So what” protocol to consider a Stage 1 of a sample unit. Participants should be encouraged to think like an assessor. Facilitator will show a unit—stage 1. Facilitator will ask “So what does that look like?” Participants will study sample GRASPS to consider the following questions: *How does this align with stage one? What data will I need when beginning a sequence of teaching and learning? (Stage 3) How will I use this data? How will I scaffold formative assessments to provide me with pulse checks and students with opportunities to reflect and refine prior to the summative assessment? (10-15 minutes)*

**Slide 11**: Participants will share out their brainstorming for pre and formative assessment for the English 9Honors GRASPS/Stage One (2-3 minutes)

**Slide 12**: Facilitator will use the *Now what* protocol to pose the question “Now What… does this look like in my discipline?”Facilitator will direct participants to think like an assessor as they consider their own content areas. Facilitator will emphasize the following steps: 1. Review stage one. 2. Consider your summative performance piece 3. Outline the data you will need at the beginning of the unit. 4. What formative assessment tools can provide opportunities for assessor feedback and student reflection?

Facilitator will direct participants to look at the GRASP example. Allow time for participants to explore their content and reflect on their unit design. Participants will then be directed to discuss how they would use the GRASP to fashion a unit revision in regards to the goals of the workshop. (10-15 minutes)

**Slide 13**- The facilitator will direct participants to return to the pre-assessment- Inventory and reflect on any changes in perspective and questions that remain. If time permits, they will be encouraged to share their perspectives. (5 minutes)

**Slide 14:** The facilitator directs participants to create a SMART goal for a specific unit. Participants complete a revision on the Inventory as well as the SMART goal section and returns to the facilitator as an Exit ticket. Note: The GRT may use these to inform planning with cluster teachers. The facilitator shares a final thought and directs the participants to complete the Evaluation/Exit Ticket. (5 minutes)